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Is There a Difference Between the Degree to Which African-Americans are Studied in Represented Rural, Suburban, and Urban School Districts?

Patricia Chatman

The College at Brockport

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Is There a Difference Between the Degree to Which African-Americans are Studied in Represented Rural, Suburban, and Urban School Districts?

Thesis

Submitted to the Graduate Committee of the Department of Education and Human Development State University of New York College at Brockport In Partial Fulfillment of the Requirements for the Degree of Masters of Science in Education

By Patricia Chatman State University of New York College at Brockport Brockport, New York May 2002
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Abstract

The purpose of the study was to examine the extent to which African-American history is presented in a variety of elementary, middle, and high schools.

Ninety surveys were distributed in urban, suburban, and rural school districts in western New York. The subjects were classroom teachers who responded to the surveys.

The survey was designed to find out how teachers are representing African-Americans in their classroom.

An analysis of the data from the surveys indicates all the subjects in the study are representing African-Americans in their classrooms. However, teachers in urban schools have a greater representation of presenting African-Americans than teachers in suburban and rural schools. Teachers represented African-Americans through books with multicultural characters and Black History Month. Teachers were exposing African-Americans by including self-selected books in the classroom library for independent reading. Also, teachers included read-aloud stories that represented multicultural characters.
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CHAPTER I

Statement of the Problem

Problem

The purpose of this study was to examine the extent to which African-American history is presented in a variety of elementary, middle, and high schools.

Need for the Study

Many people recognize the need to learn more about African-American history. Historical African-American events should be used as supplemental learning aids in the classroom, not as a substitute for history books. If educators and others of this country, young and old are stimulated to learn more about the contributions made by African-Americans, the goal is accomplished.

African-Americans have played critical roles in America's agricultural, scientific and industrial achievement. Stories of these exemplary people's lives
have inspired many students today about what can be achieved through dedication of one's belief. This is why it is crucial for educators to learn more about African-Americans and bestow this knowledge upon their students. Not only should there be historical acknowledgement, but also cultural enrichment for tomorrow's generation.

If African-Americans are going to be lifelong learners and good readers, they must feel safe and comfortable with the forces around them. As with any ethnic group, individuals are inspired by achievements of their cultural group. Today many rural and suburban school districts are experiencing a growing population of minority students. Therefore, it becomes crucial for these schools to align their curriculum to meet the needs of minority students. African-Americans are forced to learn and read books on subjects that have few associations with their culture.

**Research Question**

How are teachers presenting African-American history in their Classrooms at the elementary, middle, and high school levels?
Definition of Term

Presentation of African-American history - studies about famous African-Americans or stories/books that are nonfiction and fiction used in the classroom.
The purpose of this study was to examine the extent to which African-American history is presented in a variety of elementary, middle, and high schools.

African-American history is a vital part of American history. In the history of the United States there have been limitations on education of African-Americans. Although, with the growth of America, African-Americans have gained the opportunity to make contributions to our society. However, there is still need to learn about and build upon African-American culture. As one of the largest minority groups in the United States, it is crucial that literature and culture featuring African-Americans as main characters be used in classrooms today. It is important for African-Americans to see themselves in literature, as well as other cultures (Stewart, 1995). In schools today the achievements of African-American leaders, educators, and inventors have been underrepresented. This issue has become a concern of many. Those in position of educational leadership have begun speaking out and taking the lead to rectify this position.
History

African-Americans have been depicted in general literature since the seventeenth century. In the nineteenth century, literature created by African-Americans first appeared. However, it never became a central component of schooling (Harris, 1990). Harris states that children prefer literary works as related to their personal experiences and seek works with which they can identify or which contain characters whose experiences reflect their own. Also, Harris states that reading comprehension among African-Americans would improve if literacy materials were more meaningful to them. If African-Americans cannot reflect themselves in school texts or do not perceive affirmation of their cultural heritage in texts, it is likely they will not read or value school as much (Harris, 1990).

Today, black writers from diverse backgrounds have begun adding to speculative fiction, drawing from a history of pain, loss, joy, and religion. This has stirred white science fiction readers and begun to draw a new audience of black readers to the genre. With increased visibility publishers are discovering that black writers can offer an "exotic twist to a genre hungry for new ideas." African-Americans were not reading science fiction because they could not find characters that reflected themselves. Now, readers have
connected with writers whose stories reflect their own experiences, or imagination (Nwazota, 2002).

Norrell (2001) reports on the historic problems with race. American race relations have continued to evolve and the engagement of people around the issues of race has been as intense as they were 36 years ago. Therefore, after examination of events through 1965, it is determined that race does matter.

Most African-American children read literature that seldom offers messages about themselves, their past, or their future, from the time they enter school (Hefflin, Barksdale & Ladd, 2001). As history and representation of African-Americans become known, students will begin to immerse themselves in the educational process of success. As they are provided with access to books that represent their experiences, it could provide self-affirmation and create lifetime reading habits. Books can have a positive effect on readers' attitudes towards themselves and others (Sims, 1983).

Barbier (1999) described a project in which New Orleans area teachers sought to introduce their students to new materials, experiences and people in an effort to give students a complete view of African-Americans' contributions to history. Barbier states that black history is not just relegated to February, but a significant part of the year round curriculum.
Bunch-Lyons (2000) explored how literary works can be used to examine intersections of race, class, and gender in African-American women's experiences in the United States. She used the novel approach of fiction by African-Americans to teach women's history. Through her examination students saw how race, class, gender, along with skin color, hair texture, body size, and other identities, continue to shape the day-to-day lives of African-American women. Students learned that the intersection of race, class, and gender opens up new ways of understanding the world.

A group of teachers at Peachtree City Elementary School in Atlanta took charge researching the history of Harriet Tubman and Booker T. Washington. Their fifth grade students prepared an interview session (acting as reporters) with teachers, placing them in the role of these famous African-Americans. After conducting the interviews, the tapings were broadcast throughout the school during morning announcements. This allowed students to become familiarized with these famous Americans (The Atlanta Journal Constitution, 2001).

A group of educators have begun piloting, Making Freedom, a new five-volume guide to teach African-American history, created by Primary Source, a non-profit group in Watertown, Massachusetts launched by two former teachers. These educators believe history books have improved in their efforts to include minorities. However, they are thought to be written in
a tone that glorifies white heroes. "We're in the business of bringing a voice to those who have been ignored or underrepresented into the history and humanities curriculum, world and U.S. history," said Anne Watt (Boston Globe, 2001, p.1).

Richardson (1999) reported on a historical turn at Newport Harbor High School in Los Angeles. A black teacher challenged classes to stop seeing through a prism of white America. She taught her history class through the eyes of African-Americans. With the vast majority of students being from a Caucasian descendant, there had been criticisms of her teaching. Students resisted hearing information they were not used to. While some immersed themselves in these thought-provoking ideas, others squirmed as their longheld beliefs became shattered. She believed it is crucial for students to become aware of educational politics. Debates raged over bringing long-ignored minority cultures into the curriculum, and textbooks slowly changed their European outlook.

Teacher Preparation

Today's African-American children seldom find themselves in the literature they are given to read. Therefore, developing guidelines for selecting and teaching African-American literature would validate the
importance of African-Americans in society (Hefflin & Barksdale-Ladd, 2001). Teachers should be given the opportunity to come together away from the classroom to brainstorm ideas on teaching diverse student populations and have the time for reflection to find out what works (McCaffrey, 2001).

With the increased interest in higher education multiculturalism, the faculty at many predominately white colleges will become more diverse. African-American faculty will face challenges in their classrooms when teaching white students (McGowan, 2000). McGowan reports that these challenges are due to the students' lack of respect, their readiness to critique the faculty member's work, and their rating of "poor" on teacher evaluations. He maintains that if African-American faculty are going to be treated respectfully and fairly, colleges must work together to address classroom climate issues and develop polices and programs to warm the institutional climate.

McMillon and Edwards (2000) examined the incongruence between church environment and the school environment for African-American students. They did a case study of a five-year-old African-American preschooler who was perceived to be disruptive and off task in the school environment. His teacher reported him as being "too aggressive and disobedient." In the church environment he was perceived to be a "superstar" in his Sunday school class. He memorized Sunday School scriptures, and
Easter speeches, and he was not afraid to speak in front of a large audience. The researchers suggest that this represents a pattern that teachers are not aware of cultural characteristics of African-American students. Therefore, they should be aware of and understand their own beliefs, values, and experiences, and how they affect their expectations of and interactions with students of a different culture. It is the teacher's responsibility to be flexible and knowledgeable enough to find effective ways to teach when they are aware of social and academic differences of their students and parents.

Freeman (1999) and Perna (2000) examined the factors that affect higher education for African-Americans. They agreed that the influence of culture, social, and financial factors affected their decisions to seek higher education. These factors affected the college they chose to attend as well. Alridge (1999) expressed the need for an education that acknowledges and addresses the sociopolitical realities of African-American life. Conyers (2001) reports that African-Americans have encountered many hindrances to opportunities. Therefore, the significant achievements should provide an alternative perspective to studying African-American history. African-American people should be viewed as survivors and not victims of systematic extermination.

Simmons and McCarthy (2001) report about a program called Project Uplift. This project recruits high school students from North Carolina in 10th
grade. During the students' junior year they participate in a weekend visit to the University of North Carolina at Chapel Hill. These students are paired with upper-level minority students who attend the college. They get to meet students, faculty, and staff members. The university organizes its campus to meet the needs of minority students. The students feel comfortable, therefore are willing and ready to become successful.

Benefits of African-American Literature in the Classroom

If African-Americans cannot find themselves or other minorities like them in the books read or have read to them, they receive a message that they are undervalued in school and society. African-American literature that reflects the lives of diverse cultural groups that make up this nation must be an important component of the literature and reading program of all American schools (Bishop, 1990). As African-Americans read literature reflecting who they are, they can experience pleasure from elegant and imaginative uses of language and visual images. Also, cognitive development is enhanced, vocabulary levels increase, language patterns are built, art and writing becomes creative and reading skills develop when students are engaged in reading literature (Harris, 1990). African-American parents who provide their children access to quality books about African-
Americans will aid in the development of literacy and contribute to their children's success in school (Bishop, 1990).

Many schools of predominately African-American descendents are perceived as underachieving and having high rates of violence. Evans Middle School in Washington, D.C. starred an art show in a church basement in Southeast Washington. This art show brought out the underlying talents of African-American students attending this school. The talents of these students emerged to the point where they were earning profits from their paintings. Alice Hutchinson, president of the Episcopal Church Women of Atonement, which sponsored the show, added, "They remind us of the saying by Marva Collins, the famous educator from Chicago, that there is a brilliant student inside every student" (Milloy, 2001, p.2). The students were even astonished by their achievements. One student replied, "I never knew you could make money painting. This could help me with next year's school supplies" (Milloy, 2001, p.2).

Isaac, Guy, and Valentine (2001) examined the motivations for learning among African-American adults in three church-based education programs. They developed a survey to identify learners' motivation. There were seven motivational factors: familiar cultural setting, spiritual and religious development, love of learning, support in facing personal challenges, family togetherness, service to others, and social interaction.
Overall, they found that the African-American church is instrumental in the lives of African-Americans. The church is aggressive in its social outreach and community involvement. The church plays an important educational role within the African-American community through programming. The findings indicate that the adults participated because they enjoyed learning, meeting new people, and helping others. Also, they enhanced their relationship with God and their understanding about religious beliefs (Isaac, Guy, & Valentine, 2001).

St. John (2002) reported on Ventura County's annual Afro-Centric Marketplace. The event features African inspired clothing, jewelry, cultural dancing, gospel singing and educational literature. This is a time for African-Americans to expose their cultural talents.

It's just sad to me that it has to be designated as Black History Month, Magitt said. A lot of people don't realize all of the contributions that African-Americans have made. It should be integrated into our regular history of the United States (St. John, 2002, p.1).

This chapter has reviewed the literature on African-American representation in the classroom, it's history, teacher preparation and benefits.
CHAPTER III

Design of the Study

Purpose

The purpose of this study was to examine the extent to which African-American history is presented in a variety of elementary, middle, and high schools.

Research Question

How are teachers presenting African-American history in their classrooms at the elementary, middle, and high school levels?

Methodology

Subjects

Ninety teachers in selected western New York school districts received African-American history surveys. The represented geographical areas were rural, suburban, and urban. Three schools were selected from each of
these three geographic areas totaling nine schools. The sample included ten teachers from each school. Each geographic area had representation from one elementary, middle, and high school.

Materials

Teachers filled out a researcher designed survey consisting of 8 questions. The survey examined the extent to which African-American history is taught in their school. The survey can be found in appendix A.

Procedure

Each school received ten surveys that were distributed among teachers. The surveys were color-coded by geographical area; therefore, each school had its own color. Each rural school had green surveys, suburban schools had pink surveys, and urban schools had yellow surveys. Participating teachers anonymously completed the surveys and returned them to the designated source.
Analysis of Data

The data obtained from the study were analyzed by using a combination of quantitative and qualitative measures. The questions on the survey were compared by school and by geographic region.
CHAPTER IV

Analysis of Data

Purpose

The purpose of this study was to examine the extent to which African-American history is presented in a variety of elementary, middle, and high schools.

Results

Research Question

Are there differences in the extent to which African-American history is presented in a variety of elementary, middle, and high schools?

The following table represents information gathered and analyzed to show differences in the extent to which African-American history is represented in a variety of schools. The table displays responses to eight survey questions. The percentages were based on the number of returned surveys out of 30. (urban - 26, suburban - 20, rural - 17)
Table 1

Percent Responses to Survey Questions

<table>
<thead>
<tr>
<th></th>
<th>School 1</th>
<th>School 2</th>
<th>School 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Representation of African-American History</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Question #1</strong></td>
<td>Out of all Americans studied in your classroom each year, how many are African-American?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Schools</strong></td>
<td>N/A</td>
<td>0-3</td>
<td>4-7</td>
</tr>
<tr>
<td><strong>Urban</strong></td>
<td>8%</td>
<td>8%</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Suburban</strong></td>
<td>60%</td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td><strong>Rural</strong></td>
<td>59%</td>
<td>41%</td>
<td></td>
</tr>
<tr>
<td><strong>Question #2</strong></td>
<td>Approximately how many historical fiction stories with multicultural characters are read, per year, in your classroom? (self-selected, independent, class sets etc...)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Schools</strong></td>
<td>N/A</td>
<td>0-10</td>
<td>10-20</td>
</tr>
<tr>
<td><strong>Urban</strong></td>
<td>8%</td>
<td>38%</td>
<td>19%</td>
</tr>
<tr>
<td><strong>Suburban</strong></td>
<td>60%</td>
<td>30%</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Rural</strong></td>
<td>70%</td>
<td>18%</td>
<td>12%</td>
</tr>
</tbody>
</table>
Question #3  How much time is allotted in your curriculum for African-American history, per year?

<table>
<thead>
<tr>
<th>Schools</th>
<th>N/A</th>
<th>0-1hr</th>
<th>2hrs</th>
<th>3hrs</th>
<th>Over 4hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>23%</td>
<td>8%</td>
<td>15%</td>
<td>54%</td>
<td></td>
</tr>
<tr>
<td>Suburban</td>
<td>10%</td>
<td>40%</td>
<td>45%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Rural</td>
<td></td>
<td>35%</td>
<td>18%</td>
<td>12%</td>
<td>35%</td>
</tr>
</tbody>
</table>

Question #4  How many nonfiction and fiction books that include African-Americans do you bring into the classroom per year for teacher use and student selection?

<table>
<thead>
<tr>
<th>Schools</th>
<th>N/A</th>
<th>0-10</th>
<th>10-20</th>
<th>20-30</th>
<th>30-40</th>
<th>Over 40</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>4%</td>
<td>8%</td>
<td>15%</td>
<td>12%</td>
<td>23%</td>
<td>38%</td>
</tr>
<tr>
<td>Suburban</td>
<td>30%</td>
<td>15%</td>
<td>30%</td>
<td>25%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rural</td>
<td>12%</td>
<td>12%</td>
<td>24%</td>
<td>18%</td>
<td>35%</td>
<td></td>
</tr>
</tbody>
</table>

Question #5  Out of all read-aloud books you read to your students, per year, how many include African-American?

<table>
<thead>
<tr>
<th>Schools</th>
<th>N/A</th>
<th>0-3</th>
<th>4-7</th>
<th>8-11</th>
<th>Over 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>23%</td>
<td>15%</td>
<td>31%</td>
<td>4%</td>
<td>27%</td>
</tr>
<tr>
<td>Suburban</td>
<td>15%</td>
<td>35%</td>
<td>30%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Rural</td>
<td>24%</td>
<td>18%</td>
<td>29%</td>
<td>29%</td>
<td></td>
</tr>
</tbody>
</table>
Question #6  Do you integrate African-American history and culture throughout the year or are you limited to Black History Month?

<table>
<thead>
<tr>
<th>Schools</th>
<th>Integration</th>
<th>Black History Month</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>77%</td>
<td>23%</td>
</tr>
<tr>
<td>Suburban</td>
<td>15%</td>
<td>85%</td>
</tr>
<tr>
<td>Rural</td>
<td>65%</td>
<td>35%</td>
</tr>
</tbody>
</table>

Question #7  How do you feel about your own teaching of African-American history and culture?

<table>
<thead>
<tr>
<th>Schools</th>
<th>Learn More</th>
<th>Adequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>77%</td>
<td>23%</td>
</tr>
<tr>
<td>Suburban</td>
<td>90%</td>
<td>10%</td>
</tr>
<tr>
<td>Rural</td>
<td>94%</td>
<td>6%</td>
</tr>
</tbody>
</table>

Question #8  Do you think your school is doing an adequate job representing African-American history and culture?

<table>
<thead>
<tr>
<th>Schools</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>62%</td>
<td>38%</td>
</tr>
<tr>
<td>Suburban</td>
<td>75%</td>
<td>25%</td>
</tr>
<tr>
<td>Rural</td>
<td>6%</td>
<td>94%</td>
</tr>
</tbody>
</table>
The information gathered and analyzed indicated that African-American representation is apparent in urban, suburban, and rural schools. However, urban schools have the highest percent of representation in all areas. Suburban and rural schools showed low percentages in studying about African-Americans and reading historical fiction stories that include multicultural characters. Urban schools were high in average in comparison.

More time was allotted for African-American representation in the urban schools, averaging 54% for over four hours per year. Suburban schools averaged the least time per year. Rural schools averaged 35% for over four hours per year. This range was close in comparison to urban schools. Teachers in urban schools read aloud books that include African-Americans more often in comparison to suburban and rural schools, averaging 27%. Many of the teachers indicated not reading books aloud to their students. Most of these teachers were from high school.

Urban and rural schools reported integration of African-American is emphasized throughout the school year. However, suburban schools only report integration of African-Americans 15% of the time, throughout the year. Those schools were limited to Black History Month 85% of the time. The survey results suggest that the lack of representation is due to inadequate knowledge and materials. In each school district most teachers indicated the need to learn more about African-Americans in order to represent them in their classrooms.
Although teachers indicated a need for instructional development, urban and suburban schools claimed their school did an adequate job representing African-Americans. Rural teachers disclosed their schools as underrepresenting African-Americans based on an average of 94%.

Of those that indicated their school as not doing an adequate job of representing African-Americans, no one offered suggestions on how to rectify the issue. However, one teacher expressed a need for changes in school curriculums.
CHAPTER V

Conclusions and Implications

Purpose

The purpose of this study was to examine the extent to which African-American history is presented in a variety of elementary, middle, and high schools.

Conclusions

The data clearly indicated that teachers in urban, suburban, and rural schools represent African-Americans in their classrooms. However, greater representation was found in the urban schools. Teachers in the suburban schools felt that their schools were doing an adequate job of representing African-Americans, even though their percentages were low in most areas of representation. Is it possible for them to feel this way due to the small population of African-Americans in their schools? Even though suburban schools have a small population of African-American students, these numbers are rising due to an increase of African-American families relocating to suburban areas. Therefore, adjustments must be made in the way, and amount of time African-Americans are represented. As opposed to urban and rural, suburban schools are not allotting adequate time in the curriculum for African-American representation.
Eighty-five percent of suburban teachers surveyed indicated only studying about African-Americans during Black History Month.

As research has shown, it is important that African-American students see themselves in books they read and in the activities they perform in school. However, this is not happening. Teachers of all areas indicate a need to learn more about African-Americans. It is apparent that their lack of knowledge hinders representation in the classroom. However, in all of the schools surveyed, teachers represented African-Americans in their classroom library. This is important because books have a tremendous impact on students' self-esteem and awareness of who they are.

**Implications for the Classroom**

It is important that students see themselves in the books they read and the tasks they perform in school. Therefore, teachers must be aware of their own biases and concepts when teaching students of diverse backgrounds. As teachers prepare for the school year they must take into account the students they will be teaching. If there is a population of African-American students in their classroom, then, they must incorporate African-American literature for them. If African-American students are going to be successful they must understand who they are and where they originate from.
Teachers do not have to consistently teach from an African-American perspective. They can set up learning centers in the classroom. The centers can contain enriching literature and activities for students' engagement. This would benefit African-American students as well as students from any ethnic background. However, this type of representation would take careful planning in order to be successful.

Teachers need to build a network among themselves that provide resources for obtaining and developing multicultural literature and materials. They need to seek conferences and workshops that will teach them cultural strategies that can be implemented in their classroom. As teachers become aware of cultural differences they can employ them with their students. Then their students will develop an awareness of similarities and differences among different cultural groups. This will enable them to understand the world around them.

As educators we must place our classroom instruction within a context that supports the success of our students (Collier, 2000). It is essential that teachers in an urban school district expose their students to a large number of books and literature representing African-American children. This is due to the large population of African-American students. Exposure to these books and literature can motivate students to appreciate reading and promote higher achievement. It is also essential for suburban and rural school districts to present
a positive picture of African-American people that may not exist in the daily lives of these children.
Implications for Research

It is imperative for future research to address the need for African-American history to become part of a greater component of American history. The following questions should be answered:

1. Over time when children are exposed to literature and materials that represent their own experiences, is there greater success in their reading experience?

2. Does teacher knowledge of African-American history impact representation in the classroom?

3. Does the race of the teacher impact African-American experience and presentation in the classroom?

4. What strategies are teachers using to teach African-American students?
References


Richardson, L. (1999). History takes a multihued turn for Newport students; Education: Black teacher challenges classes to stop seeing only through prism of white America. *Los Angeles Times, P.;01.*


Saint John, S. (2002). Ventura county; Giving Black History Month a voice; Culture: Song and dance are part of the offerings at Afro-Centric Marketplace in Simi Valley, just one of many events countywide. *Los Angeles Times, P. B;03.*


Appendix

Survey

Grade Level __________________________ Subject (Middle/High)
School ____________________________ Years taught _________
Ethnicity (optional) ________________

Please check or write appropriate responses.

1. Out of all Americans studied in your classroom each year, how many are African-American?
   0-3____ 4-7____ 8-11_____ 12-15____ 16+____
   Comments: ____________________________________________

2. Approximately how many historical fiction stories with multicultural characters are read, per year, in your classroom? (Self-selected, independent, class sets etc..)
   0-10____ 10-20____ 20-30____ 30-40____ 41+____
   Comments: ____________________________________________

3. How much time is allotted in your curriculum for African-American history, per year?
   0-1hr. ____ 2hrs.____ 3hrs.____ 4+hrs.____
   Comments: ____________________________________________

4. How many nonfiction and fiction books that include African-Americans do you bring into the classroom per year for teacher use and student selection?
   0-10____ 10-20____ 20-30____ 30-40____ 41+____
   Comments: ____________________________________________

5. Out of all read-aloud books you read to your students, per year, how many include African-Americans?
   0-3______ 4-7_______ 8-11________ 12-15+_____________
   Comments: ____________________________________________

Continue on the next page.
6. Do you integrate African-American history and culture throughout the year or are you limited to Black History Month?

Explain

7. How do you feel about your own teaching of African-American history and culture?

Explain

8. Do you think your school is doing an adequate job representing African-American history and culture? Yes or No (please circle)

If your answer is no, please give me suggestions on how to address this issue. Use the space below for suggestions.